**COURSE SYLLABUS**

<table>
<thead>
<tr>
<th><strong>Course Number:</strong></th>
<th>BTE 3068</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>Completion of Sophomore Courses</td>
</tr>
<tr>
<td><strong>Course Title:</strong></td>
<td>Principles of Business Education</td>
</tr>
<tr>
<td><strong>Course Credit:</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Course Hours:</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>College:</strong></td>
<td>Education</td>
</tr>
<tr>
<td><strong>Department:</strong></td>
<td>Workforce Education and Development</td>
</tr>
<tr>
<td><strong>Required Text(s):</strong></td>
<td>National Business Education Association publications. <strong>Titles:</strong> <em>National Standards for Business Education-3rd Edition</em> ($32.00 for members/$50.00 for non-members); <em>Technology, Methodology, and Business Education, No. 40</em>--($20.00 for members/$40.00 for non-members). All texts can be obtained from the National Business Education Association’s Internet bookstore website at: <a href="http://www.nbea.org">www.nbea.org</a> or by calling: (703) 860-8300.</td>
</tr>
<tr>
<td><strong>Supplemental Materials:</strong></td>
<td>Supplemental local and national business education content standards materials will be provided by the professor and researched by students. All students are required to purchase the required national business education content standards text listed above. Students must bring text, writing instruments, notepads to each class.</td>
</tr>
<tr>
<td><strong>Faculty Name:</strong></td>
<td>Dr. Dawn H. Dennis</td>
</tr>
<tr>
<td><strong>Term and Year:</strong></td>
<td>Fall 2011</td>
</tr>
<tr>
<td><strong>Place and Time:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Office Location:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Telephone:</strong></td>
<td>599-3061</td>
</tr>
<tr>
<td><strong>e-mail:</strong></td>
<td><a href="mailto:dawn.holleydennis@famu.edu">dawn.holleydennis@famu.edu</a></td>
</tr>
</tbody>
</table>

**TaskStream Code: PS652E**
## Course Description

The Principles of Business Education course is designed to provide students with an overview of the principles associated with teaching business education subjects at the secondary and postsecondary education levels.

## Course Purpose

The Principles of Business Education course is designed to provide students with a solid overview of teaching business education subjects at the secondary and postsecondary levels. The overall goal of the course is to provide students with a solid knowledge base of the national and local standards, concepts, and instructional strategies/methodologies associated with teaching business education subjects at the secondary and postsecondary levels.

## Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

![Conceptual Framework Diagram]

[Type text]

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge  (S)=Skill  (D)=Disposition
DIVERSITY

- CF 1
- This focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 1.1 (K)</td>
<td>Demonstrate understanding of diverse backgrounds of individuals.</td>
<td>F: 5, 6, 7</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 1.3 (S, D)</td>
<td>Create and foster learning opportunities adapted to diverse learners.</td>
<td>F: 5, 6</td>
<td>I: 3, 8</td>
</tr>
</tbody>
</table>

TECHNOLOGY

- CF 2
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 2.6 (S, D)</td>
<td>Demonstrate the ability to access a variety of tools to enrich media communication.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

VALUES

- CF3
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.3 (S, D)</td>
<td>Promote perspectives, ideas, people, and culture.</td>
<td>F: 5, 6</td>
<td>I: 1, 3</td>
</tr>
<tr>
<td>CF: 3.4 (D)</td>
<td>Demonstrate achievement of goals.</td>
<td>F: 3, 9</td>
<td>I: 5, 9</td>
</tr>
<tr>
<td>CF: 3.5 (D)</td>
<td>Create learning opportunities that foster cooperation, support, and individual participation among students.</td>
<td>F: 7, 2</td>
<td>I: 5, 10</td>
</tr>
</tbody>
</table>
CRITICAL THINKING

- CF4
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.1 (K)</td>
<td>Demonstrate an understanding of a variety of instructional / professional strategies to encourage student development of critical thinking and performance.</td>
<td>F: 4, 7</td>
<td>I: 4</td>
</tr>
<tr>
<td>CF: 4.2 (S)</td>
<td>Demonstrate the use of a variety of instructional / professional strategies to encourage students’ development of critical thinking and performance.</td>
<td>F: 2, 7</td>
<td>I: 4</td>
</tr>
<tr>
<td>CF: 4.3 (D)</td>
<td>Create and foster opportunities for student learners to demonstrate critical thinking and self-directed learning as habits of mind.</td>
<td>F: 4</td>
<td>I: 1, 4</td>
</tr>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 7, 2</td>
<td>I: 5, 10</td>
</tr>
</tbody>
</table>

PROFESSIONALISM

- CF 5
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.1 (K)</td>
<td>Know the content.</td>
<td>F: 8</td>
<td>I: 1</td>
</tr>
<tr>
<td>CF: 5.2 (S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>F: 7, 9</td>
<td>I: 74</td>
</tr>
<tr>
<td>CF: 5.6 (S)</td>
<td>Display effective verbal and non-verbal communication techniques to foster valuable interaction in the classroom.</td>
<td>F: 2</td>
<td>I: 6</td>
</tr>
<tr>
<td>Assignment</td>
<td>Behavioral Objectives</td>
<td>BEU Conceptual Framework</td>
<td>INTASC Standards</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------------</td>
<td>--------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>Critical Thinking Focus:</strong>  (1) Students will define the word “principle” and extemporaneously discuss why principles are necessary to subject matter areas. Students will explain the history and the role of business education. Assessment: Class Discussions and Teacher Observations</td>
<td>OBJ 1</td>
<td>4.5</td>
<td>4</td>
</tr>
<tr>
<td><strong>Student Activity:</strong> Students will research business education problems, trends/methodologies.</td>
<td>OBJ 2</td>
<td>4.2</td>
<td>4</td>
</tr>
<tr>
<td><strong>Content Knowledge/Communication/ Role Of The Teacher Focus:</strong> Students will identify some of the trends and teaching methodologies in business education at the secondary and postsecondary levels. Assessment: Research Reports, Oral Presentations, Written Assignment and Exam.</td>
<td>OBJ 3.6</td>
<td>1.1;4.3;3.5</td>
<td>1, 3</td>
</tr>
<tr>
<td><strong>Student Activity:</strong> Students will research challenges of business education teachers. In addition, students will identify the characteristics of secondary and postsecondary business education students.</td>
<td>OBJ 4</td>
<td>4.1,5.2</td>
<td>4,7, 9</td>
</tr>
<tr>
<td><strong>Student activity: Lesson planning</strong> Students will practice developing lesson and instructional plans. Assessment: Lesson Plan Rubric.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Critical Thinking Discussion Focus:** Students will research and review the National Standards for Business Education Association (NSBEA) and discuss the unique characteristics of each of the 11 NSBEA content areas. After review an analysis of the NSBEA’s standards, students will research, review and compare the NSBEA with the Florida Content Standards for Business & Technology Education (FCSBTE) and with the Business Education New Generation Standards. Assessment: Rubric (Capstone Project)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral Objectives</th>
<th>PEU Conceptual Framework</th>
<th>INTASC Standards</th>
<th>Professional Organization</th>
<th>FEAPS</th>
<th>FTCE SAE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Activity:</strong> Students will write a report discussing business and industry partnerships and advisory committees to present to the class. Assessment: Rubric</td>
<td>OBJ 7</td>
<td>5.1,5.6</td>
<td>1.6</td>
<td>BTECG 7,8,10 NSBE 1-11</td>
<td>3.1;3.m ,8</td>
<td>8.3;8.8</td>
</tr>
<tr>
<td><strong>Student Activity:</strong> Research learning and teaching models. <strong>Content Knowledge/Communication Focus:</strong> Students will research, define and explain the various career and technical education learning and teaching models. Students will research and discuss the Secretary’s Commission on Achieving Necessary Skills for Work (SCANS) competencies.</td>
<td>OBJ 8</td>
<td>5.1,5.6</td>
<td>8</td>
<td>BTECG 10 NSBE 3</td>
<td>8</td>
<td>8.1</td>
</tr>
<tr>
<td><strong>Critical Thinking Discussion Focus:</strong> Students will extemporaneously discuss why technology is important in business education? <strong>Student Activity:</strong> Student presentations Technology, Methodology and Business Education Assessment: Rubric</td>
<td>OBJ 9</td>
<td>5.2</td>
<td>7</td>
<td>BTECG 10 NSBE 1-11</td>
<td>7.2;10. c;10.h; 12.2</td>
<td>8.4</td>
</tr>
<tr>
<td><strong>Student Activity:</strong> Research local school academic achievement reports. Assessment: Rubric (Capstone Project)</td>
<td>OBJ 10</td>
<td>1.3;2.6;3.3;3.4;4 .3</td>
<td>3;6;4</td>
<td>BTECG 2 NSBE 1-11</td>
<td>8,10,12</td>
<td>8.4</td>
</tr>
</tbody>
</table>
Course Objectives

The following course objectives include the Florida Educator Accomplished Practice (PEAP) standards addressed during this course. For further details refer to the appendices of this syllabus.

The student will be able to:

**OBJ1** Discuss the history and role of business education. (FASAC 8.6, 8.7; SSS 1-4; BTECG 8, 10; NSBE 1-11; PEAP 4, 8, 9; UT; CF: 4.5)

**OBJ2** Identify the guiding principles, concepts, trends, technologies and teaching methodologies in business education at the secondary and postsecondary levels. (FASAC 8.1; BTECG 8, 10; NSBE 1-11; SSS 3-13; PEAPP 3, 4, 7; CF: 4.2)

**OBJ3** Identify the characteristics of secondary and postsecondary business education students. (FASAC 8.4; SSS 3-4; BTECG 8; FEAPP 3, 4, 5, 11; CF: 1, 4, 3, 3.5)

**OBJ4** Demonstrate knowledge of lesson planning, assessment, evaluation, textbook and software selection and applying best practices. (FASAC 8.2; 8.5; 8.10; BTECG 10; NSBE 1-11; FEAPP 4, 8, 10, 12; CF: 4.1, 5.2)

**OBJ5** Demonstrate knowledge of the National Standards for Business Education (NSBE) and the Florida Content Standards for Business & Technology Education content areas i.e., accounting, business law, career development, communication, computation, economics and personal finance, entrepreneurship, information technology, international business, management, and marketing. (FASAC 8.9; BTECG 10; NSBE 1-11; FEAPP 8; CF: 5.1)

**OBJ6** Articulates the responsibilities/role of business education teachers. (FASAC 8.4; FEAPP 12; SSS 3-4; CF: 3.5)

**OBJ7** Articulates the purpose and role of business education advisory committees. (FASAC 8.3, 8.8; BTECG 7, 8, 10; NSBE 1-11; FEAPP 3, 8; CF: 5.1, 5.6)

**OBJ8** Articulates the role of business education as it relates to career-technical and work-based education. (FASAC 8.1; BTECG 10; NSBE 3; FEAPP 8; CF: 5.1, 5.6)

**OBJ9** Realizes that the Principles of Business Education subject matter knowledge is not a fixed body of facts, but is rather a complex and ever-evolving subject matter areas. To this end, the student will seek to keep abreast of new ideas, concepts and understandings in the field. (FASAC 8; BTECG 10; NSBEA 1-11; SSS 1-6; FEAPP 7, 8-10, 12; FCASBTE; FEAPP 7, 10, 12; CF: 5.2)

**OBJ10** Appreciates individual variations within each area of personal development; appreciates the diverse talents of all learners; appreciates the importance of serving as an advocate for students; appreciates and values human diversity, cultures and perspectives; and appreciates the need to help students develop a healthy sense of worth, self-confidence
and competence. (FASAC 8.4, BTECG 2, NSBE 1-11; FEAP 8; CF 1.3, 2.6, 3.3, 3.4, 4.3)

Florida Adopted Subject Area Competencies – Business Education 6 - 12


8.1 Demonstrate knowledge of trends and issues affecting business technology education.
8.2 Demonstrate knowledge of curriculum planning and development in business technology education.
8.3 Demonstrate knowledge of strategies for developing and cultivating business partnerships.
8.4 Demonstrate knowledge of instructional and interpersonal skills that assist students in interacting constructively with others.
8.5 Demonstrate knowledge of effective lesson presentation and assessment techniques.
8.7 Demonstrate knowledge of business technology education student organizations.
8.9 Distinguish among types of ancillary materials and relate each to specific teaching goals.
8.10 Identify criteria for evaluating resource materials such as software, textbooks, and audio-visuals.

Business Teacher Education Curriculum Guide

10 Acquire advance knowledge in business disciplines

National Standards for Business Education
11 Content Areas

1 Accounting
2 Business Law
3 Career Development
4 Communication
5 Computation
6 Economics & Personal Finance
7 Entrepreneurship
8 Information Technology
9 International Business
10 Management
11 Marketing

Preprofessional Educator Accomplished Practices

FEAP 4.b
FEAP 4.a: 7.g
FEAP 4.b;5.c;11.k
FEAP 8; 10;12

Use of Technology

The computer is the major instructional tool in this course. Therefore, students in this class enhance the use of various software (Microsoft Office, etc.) and hardware (SmartBoard, LCD projector, scanner, digital camera, etc.) used in middle and secondary schools.
TOPICAL OUTLINE

Weeks 1-8

Unit 1: Introduction: Business Education Overview
   The History of Business Education
   (FASAC 8.6, 8.7; SSS1-4; BTECG 10; NSBE 1-11; PEAP 4, 8,9; UT;CF: 4.5)


CRITICAL THINKING DISCUSSION FOCUS: Students will define the word “principles” and extemporaneously discuss why principles are necessary to subject matter areas.

Unit 2: Guiding Principles, Concepts, Trends, Technologies and Teaching Methodologies in Business Education
   (FASAC 8.1; BTECG 8,10; NSBE 1-11; SSS 1-3; PEAPP 3,4,7; CF 4.2)

Student activity: Research business education trends/methodologies
CONTENT KNOWLEDGE/COMMUNICATION/ROLE OF THE TEACHER FOCUS: Students will identify some of the trends and teaching methodologies in business education at the secondary and postsecondary levels.

Unit 3: Characteristics of Business Education Learners & Recognizing Learners’ Learning Experiences & Learning Levels
   (FASAC8.4; SSS 3-4; BTECG8; FEAPP 3,4,5, 11;12; CF 1;1;4.3,3.5)

CRITICAL THINKING DISCUSSION/DIVERSITY/ROLE OF THE TEACHER FOCUS: Students will extemporaneously list some the characteristics of business education students and answer: Who is the business education student? Where does he/she come from? Why have they enrolled? How might learner characteristics affect classroom instruction?

TEST # 1
Unit 4: Professional Characteristics/Attributes of Business Education Teachers

(FASAC 8.4; FEAPP 12; SSS 3-4; CF 3.5)

Student activity: Research challenges of business education teachers

CONTENT KNOWLEDGE/COMMUNICATION/ROLE OF THE TEACHER FOCUS: Students will answer: Who teaches business education subjects? Why did they choose the business education subject matter area? What are some of the teaching responsibilities attached to a career in teaching? Students will also research and orally report on some of the new challenges that business education teachers face?

Unit 5: Standards – Why Are Standards and Frameworks Necessary in Education?

(FASAC 8.9; BTEC 10; NSBE 1-11; FEAP 8; CF 5.1)

CRITICAL THINKING DISCUSSION/COMMUNICATION/ROLE OF THE TEACHER FOCUS: Students will research and discuss the College of Education Professional Education Conceptual Framework.

-Review of the Various Business Education Content Area Standards

CRITICAL THINKING DISCUSSION FOCUS: Students will research and review the National Standards for Business Education Association (NSBEA) and discuss the unique characteristics of each of the 11 NSBEA content areas. After review an analysis of the NSBEA’s standards, students will research, review and compare the NSBEA with the Florida Content Standards for Business & Technology Education (FCSBTE) and with the Business Education Sunshine State Standards (SSS).


(FASAC 8.1; BTECG10; NSBE 3; FEAPP 8; CF 5.1;5.6; SCANS)

Student activity: Research learning and teaching models.

CONTENT KNOWLEDGE/COMMUNICATION FOCUS: Students will research, define and explain the various career and technical education learning and teaching models. Students will research and discuss the Secretary’s Commission on Achieving Necessary Skills for Work (SCANS) competencies.

TEST # 2

Unit 7: Curriculum/Lesson/ Instructional Planning & Development

(FASAC 8.2;8.5;8.10; BTECG 10;NSBE 1-11; FEAPP 4,8,10,12;CF 4.1;5.2)
**CRITICAL THINKING DISCUSSION/COMMUNICATION/ROLE OF THE TEACHER FOCUS:** Students will extemporaneously discuss: What is a curriculum? What is a lesson plan? Why is lesson planning important?

Student activity: Lesson planning

**CONTENT KNOWLEDGE/COMMUNICATION/ROLE OF THE TEACHER FOCUS:** Students will practice developing lesson and instructional plans.

- Defining tangible and intangible lessons
- Defining competent and proficient

Student activity: Identifying tangible and intangible lessons.

**CONTENT KNOWLEDGE/COMMUNICATION/ROLE OF THE TEACHER FOCUS:** Students will develop a tangible and intangible instructional lesson.

Student activity: Collecting authentic curriculums.

**CONTENT KNOWLEDGE/COMMUNICATION/ROLE OF THE TEACHER FOCUS:** Students will visit area secondary schools to collect curriculums and lesson plans that local business education teachers are currently using. The curriculums and lesson plans will be examined in class and used as models for further discussion on curriculum and lesson plan designs.

Unit 8: Best Practices in Business Education

(NSBEA; BTECG; SSS 1-4)

**CRITICAL THINKING DISCUSSION FOCUS:** Students will define and discuss “Best Practices” and explain why best practices are important?

Student activity: Research Best Practices in Business Education.

**CONTENT KNOWLEDGE/COMMUNICATION/ROLE OF THE TEACHER FOCUS:** Using the Internet, students will research various Best Practices applicable to Business Education.

Unit 9: Technology in Business Education

(FASAC 8; BTECG 10; NSBEA 1-11; SSS 1-6; FEAPP 7; 8-10; 12; FCASBTE; FEAPP 7,10,12;CF 5.2)

**CRITICAL THINKING DISCUSSION FOCUS:** Students will extemporaneously discuss why technology is important in business education?

Note: In class, students will present oral summary presentations from the text entitled: Technology, Methodology, and Business Education. Students will choose the chapter that aligns with the teaching subject matter area of their choice.
Weeks 9–15

Student activity: Student chapter presentations from text: Technology, Methodology and Business Education – 2002 Yearbook

CRITICAL THINKING/CONTENT KNOWLEDGE/COMMUNICATION/DIVERSITY/ROLE OF THE TEACHER FOCUS: The textbook Technology, Methodology and Business Education – 2002 Yearbook was chosen to allow students to concretely connect the challenges that business educators face in integrating technology into course curricula. To this end, the textbook will play an important role as an instructional vehicle for individual student class presentations. Students may choose a chapter from the text that best fits their instructional interest. The student presentations will be peer evaluated. The 19 chapters include the listing below.

- Learners and Technology: Experience, Attitudes and Expectations
- Technology and Learning: Integrating Home, Classroom, and Community
- Technology, Business Education, and Young Learners
- Customized Services for Diverse Student Needs
- Citizenship, Business Ethics, and Technology
- Soft Skills for Building Customer and Employee Relationships
- Building Relationships With Learners at a Distance
- International Business Online
- Global Technology, Communication, Language, and Culture
- The Role of Technology in Learning Marketing and Management Concepts
- Enterprise Resource Planning Concepts and Implementation Issues
- Managing Knowledge in the New Economy
- Entrepreneurship and Creating the Online Business
- Technology and Career Development
- Technology and Effective Communication
- Keyboarding, Word Processing, and Other Input Skills
- Understanding and Applying the Law to Technology
- Online Investing, Shopping, and Personal Finance
- Contributions of Research to Teaching Technology

Unit 10: Teacher Certification Examinations

(NCATE; CF; NSBE; FCASBTE; FEAPP 1-6; 8-10; 12)

CRITICAL THINKING DISCUSSION/ROLE OF THE TEACHER FOCUS: Students will extemporaneously discuss: Why are teacher certification test necessary?

- FCAT examination

Student activity: Review of Florida Certified Teachers’ examination

CONTENT KNOWLEDGE/COMMUNICATION/ROLE OF THE TEACHER FOCUS: Students will download a copy of the business education portion of the FCAT for review and discussion purposes.
Unit 11: Assessment – Accountability – Achievement

(FASAC 8.4, BTECG 2, NSBE 1-11; FEAP 8; CF 1.3, 2.6, 3.3, 3.4, 4.3)

- Kinds of assessments and evaluations
- Formative and summative assessments

CRITICAL THINKING DISCUSSION/ROLE OF THE TEACHER FOCUS: Students will extemporaneously discuss: Why is teacher certification important? Examine the political motivation for teacher certification; How does the “No Child Left Behind” legislation correlate to teacher certification?; What is accountability?; How does accountability relate achievement?; What is meant by “achievement gap”?

Unit 12: Evaluating Business Education Textbooks, Software and Equipment

(FASCA 9, 10; NSBE 1-12; FEAPP 8; 10; 12; NCATE; CF 5.1)

Student activity: Review of business education textbooks, software and equipment

CONTENT KNOWLEDGE/COMMUNICATION/DIVERSITY FOCUS: Students will evaluate and review various business education textbooks, software and related equipment and materials.

Unit 13: Special Capstone Project: Details to be announced.

Final examination

Teaching Methods

Lectures, discussions and student-generated activities will guide the teaching methodologies and strategies used in the Principles of Business Education course. Students will participate in classroom, homework and Internet assignments that may include reading assignments from additional textbooks, journals, handouts and lectures; term project and examinations; role play and group discussions; metaphors and mnemonic devices; computer-based tutorial, action research, oral presentation by students and the professor. Each student is encouraged to read assigned documents (e.g. textbooks, handouts, related readings) in advance.
OVERALL COURSE EVALUATION

**Grading:** 90%-A, 80%-B, 70%-C

Students will be evaluated by the following course requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Maximum Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Attendance</td>
<td>100</td>
<td>See Class Policies Details</td>
</tr>
<tr>
<td>Presentations</td>
<td>100</td>
<td>See Course Requirements Details</td>
</tr>
<tr>
<td>Assignments</td>
<td>100</td>
<td>See Course Requirement Details</td>
</tr>
<tr>
<td>Special Capstone Project</td>
<td>150</td>
<td>TBA</td>
</tr>
<tr>
<td>Test/Examinations</td>
<td>50</td>
<td>See Class Policies Details</td>
</tr>
<tr>
<td><strong>Total Max. Points</strong></td>
<td><strong>500</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Students must earn at least 70% of the above course points in order to pass the course. Students are strongly urged to keep their own record of points earned.

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**Methods of Evaluation**

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**Course Policies**

**Dispositions** As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

**Policy Statement on Non-Discrimination** It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

**Academic Honor Policy** The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

**ADA Compliance** To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.
Note: Students are responsible for lost mailed or delivered assignments. Projects, assignments and take-home exams may be delivered or mailed to the professor’s office:

College of Education, Dept of Business and Technology in Education, GECB, Room 307
Florida A&M University, Tallahassee, Florida 32307

References and Supplemental Materials


National Standards for Business Education. What America’s Students Should Know and Be Able to Do in Business, 3rd Edition


Secretary's Commission on Achieving Necessary Skills for Work

State of Florida Business Education 6-12 Competencies; 15th Edition

Professional Journals and Magazines, including:

Business Education Forum Techniques NABTE Review
Delta P Epsilon Journal Education for Business Journal Southern Reporter
www.acteonline.org
### Professionalism: The Teacher Candidate demonstrates professionalism
(Please use a ✓ to indicate level of performance.)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>F (4)</th>
<th>A (3)</th>
<th>M (2)</th>
<th>U (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuality</td>
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<tr>
<td>• Does not exceed three unexcused absences, per university catalog 2009-2010</td>
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<tr>
<td>• In class at or before specified time, per Registrar</td>
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<tr>
<td>• Attends class, field experiences, meetings</td>
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<tr>
<td>• Appropriate dress and grooming</td>
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<tr>
<td>• Completes assignments on or before due date</td>
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<tr>
<td>• Emotional Management</td>
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<tr>
<td>o Handles feeling appropriately</td>
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<tr>
<td>o Reacts reasonably to situations</td>
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<td>o Finds a healthy balance between emotions</td>
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<tr>
<td>• Demonstrates the appropriate use of personal technology during class</td>
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<tr>
<td>• Follows established protocol and procedures</td>
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<td></td>
<td></td>
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<tr>
<td>• Follows established procedures and policies</td>
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</tbody>
</table>

### Criteria for rating

<table>
<thead>
<tr>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The candidate <strong>consistently and thoroughly</strong> demonstrates indicators of performance. (90–100 %)</td>
<td>3</td>
<td>The candidate <strong>usually and extensively</strong> demonstrates indicators of performance. (89–80%)</td>
</tr>
</tbody>
</table>

### Effective Communication: The Teacher Candidate demonstrates effective communication skills
(Please use a ✓ to indicate level of performance.)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>F (4)</th>
<th>A (3)</th>
<th>M (2)</th>
<th>U (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Uses standard English language in various settings</td>
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<tr>
<td>• Uses appropriate tone of voice for the setting</td>
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<tr>
<td>• Clearly articulates concepts (avoids words such as you know, uh, uh-uh, and okay)</td>
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<tr>
<td>• Models appropriate respectful communication that is not demeaning or harmful (avoids loud outbursts and profanity)</td>
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<tr>
<td>• Avoids confrontational behavior</td>
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</tbody>
</table>
### Criteria for rating

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Favorable</th>
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<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

- The candidate consistently and thoroughly demonstrates indicators of performance. (90–100%)
- The candidate usually and extensively demonstrates indicators of performance. (89–80%)
- The candidate sometimes and adequately demonstrates indicators of performance. (79–70%)
- The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.

### Respectful Behavior: The Teacher Candidate demonstrates respectful behavior

(Use a ✓ to indicate level of performance.)

- Considers opinions of others with an open mind (respects diversity)
- Listens to others in a variety of settings
- Provides equitable learning opportunities for all
- Considers background interests and attitudes
- Reacts reasonably to situations (avoids verbal confrontational behavior)

### Ethical Behavior: The Teacher Candidate demonstrates ethical behavior

(Use a ✓ to indicate level of performance.)

- Demonstrates academic honesty
  - Avoids plagiarizing
- Demonstrate honesty inside and outside of the classroom
- Demonstrates trustworthiness
- Understands the importance of professional code of ethics
- Advocates fairness

### Reflective Behavior: The Teacher Candidate demonstrates reflective behavior

(Use a ✓ to indicate level of performance.)

- Accepts feedback and suggestions, and incorporates in subsequent practice in various settings
- Demonstrates accurate self-analysis regarding ones strengths and weaknesses